



Did You Know?

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This issue's topic: **Crafton Progress on its 11 Quantitative Effectiveness Indicators and the ACCJC Institutional Set Standards**

Overview: Each year Crafton examines the progress of its Quantitative Effectiveness Indicators (QEI) in the Educational Master Planning Committee (EMPC) and in Crafton Council. Institutional QEIs, taken together, are intended to present a reasonably broad and accurate picture of overall institutional effectiveness from a quantitative perspective. The QEIs comprise one section of the [Educational Master Plan](#) (EMP). Progress toward the Goals of the EMP will inherently raise the College's performance level on many of the QEIs.

In addition, the U.S. Department of Education (USDE) issued several new regulations from 2010 – 2012. One regulation required institutions to set standards for satisfactory performance of student success. These are not to be confused with targets, which Crafton has set for each QEI. In Fall 2012, the Accrediting Commission for Community and Junior Colleges ([ACCJC](#)) noted that the "Information about interpretation and implementation is still being disseminated to institutions and accrediting bodies." In March 2013 Crafton was first required to report on Institutional Set Standards for course success rate, fall to fall retention, number of degrees and certificates earned, and the number of transfer students. In March 2014 Crafton is required to submit institutional set standards for job placement and license exam passage rates, which are currently being developed by the programs. Last year when colleges were first asked to set institutional standards, one common approach was that the institutional set standard was conceptualized as the number or rate that an institution does not want to fall below. If the institution does fall below the standard, then it needs to collectively identify strategies to move above the standard. However, this does not mean that the standards cannot be changed or adjusted.

2012-2013 Crafton Progress on the QEIs

The table on the following page illustrates the progress Crafton has made on the QEIs for the last three years as well as the ACCJC required institutional set standards for each outcome measure that was required last year. In addition, the table also includes the results of a disproportionate impact study for each QEI, the ACCJC benchmark, whether or not Crafton met the ACCJC benchmark, the Crafton 2013-14 target for each QEI, and whether or not Crafton has exceeded the 2013-14 target for each QEI. Disproportionate impact occurs when students from a particular age, gender, or ethnicity group were statistically significantly and substantially less likely to achieve the outcome when compared to the entire group.

Summary of Findings

- All of the Institutional Set Standards required by ACCJC were exceeded in 2012-2013

| In 2012 – 2013 the CHC 2013 – 2014 Targets were Exceeded in the following areas | Crafton is working on reaching the CHC 2013 – 2014 Targets in the following areas |
|---|---|
| <ul style="list-style-type: none"> Course Success Rate <ul style="list-style-type: none"> Overall Course Success Rate Transfer Course Success Rate Course (i.e. Formally Retention) Completion Rate <ul style="list-style-type: none"> Overall Course Completion Rate CTE Completion Rate Transfer Completion Rate Developmental Completion Rate Fall to Fall Retention Rate (i.e. Formally Persistence) Transfer Rate Performance after Transfer (CSU GPA) WSCH/FTEF Ratio Employee Satisfaction | <ul style="list-style-type: none"> Course Success Rate <ul style="list-style-type: none"> CTE Course Success Rate Developmental Course Success Rate Number of Degrees and Certificates Earned Transfer Readiness Rate Job Placement Rate Outcomes Assessment Completion Rate |

| QEI and/or ACCJC Outcome | QEI | ACCJC Required | 2010-11 | 2011-12 | 2012-13 | Disproportionate Impact | | | Benchmark Standard for ACCJC | Met ACCJC Benchmark | CHC 2013-14 Target | Exceeded CHC 2013-14 Target |
|---|-----|----------------|---------|---------|-------------|-------------------------|--------|-----------------|------------------------------|---------------------|--------------------|-----------------------------|
| | | | | | | Age | Gender | Ethnicity | | | | |
| Successful Course Completion Rate | 1 | Yes | 71.7 | 74.2 | 73.7 | No | No | No | 63.6 | Yes | 73.4 | Yes |
| CTE Courses | 1 | No | 77.9 | 79.1 | 79.3 | No | No | No | NA | NA | 80.0 | No |
| Transfer Courses | 1 | No | 71.6 | 73.7 | 73.6 | No | No | No | NA | NA | 73.4 | Yes |
| Developmental Courses | 1 | No | 62.9 | 65.5 | 62.0 | No | No | Native American | NA | NA | 63.0 | No |
| Course Completion (i.e. Retention) Rate | 2 | No | 88.3 | 89.5 | 91.5 | No | No | No | NA | NA | 88.0 | Yes |
| CTE Courses | 2 | No | 91.2 | 92.3 | 92.6 | No | No | No | NA | NA | 92.0 | Yes |
| Transfer Courses | 2 | No | 88.3 | 88.9 | 90.9 | No | No | No | NA | NA | 88.0 | Yes |
| Developmental Courses | 2 | No | 85.1 | 87.7 | 90.3 | No | No | No | NA | NA | 85.1 | Yes |
| Fall to Fall Retention Rate (i.e. persistence)* | 3 | Yes | 43.4 | 45.4 | 47.4 | 20-34 Years | No | Asian | 37.8 | Yes | 45.9 | Yes |
| Number of Degrees and Certificates | 4 | No | 706 | 634 | 731 | Not Available | | | NA | NA | 800 | No |
| Degrees | 4 | Yes | 360 | 332 | 441 | | | | 307 | Yes | NA | NA |
| Certificates | 4 | Yes | 346 | 302 | 290 | | | | 230 | Yes | NA | NA |
| Transfer Rate | 5 | No | 13.2 | 9.7 | 14.2 | < 19 | No | No | NA | NA | 13.3 | Yes |
| Transfer Readiness Rate | 6 | No | 23.9 | 13.6 | 11.4 | 20-24 30-34 | No | No | NA | NA | 17.1 | No |
| Transfer # (CSU and UC) | NA | Yes | 288 | 301 | 188 | Not Applicable | | | 163 | Yes | NA | NA |
| Performance After Transfer (CSU GPA) | 7 | No | 3.12 | 3.14 | 3.19 | | | | NA | NA | 3.00 | Yes |
| Job Placement Rate | 8 | Yes | 76.4 | 81.4 | 84.2 | | | | NA | NA | 90.0 | No |
| Instructional Productivity (WSCH/FTEF Ratio) | 9 | No | 552.47 | 534.56 | 527.77 | | | | NA | NA | 500 | Yes |
| Outcomes Assessment Rate | 10 | No | 30% | 65% | March, 2014 | | | | NA | NA | 70% | No |
| Employee Satisfaction | 11 | No | 59.9% | NA | 80.9% | | | | NA | NA | 70% | Yes |

*Originally this measure was the ARCC fall to fall retention rate, which is no longer provided by the Chancellor's Office. This measure is now calculated by the CHC OIERP.